

**ESTADO DO CONHECIMENTO DA TEMÁTICA RELAÇÃO PÚBLICO E PRIVADO NOS PROGRAMAS DE PÓS-GRADUAÇÃO STRICTU SENSO EM EDUCAÇÃO NO BRASIL**

**ESTADO DE CONOCIMIENTO DEL TEMA RELACIONES PÚBLICAS Y PRIVADAS EN PROGRAMAS DE POSTGRADO STRICTU SENSO EN EDUCACIÓN EN BRASIL**

**STATE OF KNOWLEDGE OF PUBLIC AND PRIVATE RELATIONS IN BRAZILIAN POSTGRADUATION PROGRAMS IN EDUCATION**

Marina Silveira Bonacazata SANTOS<sup>1</sup>  
Jani Alves da Silva MOREIRA<sup>2</sup>

**RESUMO:** O presente texto tem como objetivo apresentar um mapeamento por meio do Estado do Conhecimento referente ao tema “Relação Público-Privado” na Educação (RPPE) em dissertações de mestrado e teses de doutorado desenvolvidos nos Programas de Pós-Graduação em Educação (PPGEs) do Brasil, no período 1994 a 2018. Trata-se de uma pesquisa exploratória e qualitativa no qual objetivou-se também compreender a avaliação atribuída pela Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) aos PPGEs brasileiros no quadriênio 2013-2016, além de perceber, o crescimento do estudo da temática RPPE na pós-graduação brasileira a fim de verificar algumas lacunas quanto a configuração das produções sobre a temática em questão.

**PALAVRAS-CHAVE:** Estado da arte. Estado do conhecimento. Relação público e privado. Programa de pós-graduação em educação. Brasil.

**RESUMEN:** Este artículo tiene como objetivo presentar un mapeo a través del Estado del Conocimiento sobre el tema "Relaciones Público-Privadas" en Educación (RPPE) en disertaciones de maestría y tesis doctorales desarrolladas en los Programas de Posgrado en Educación (PPGE) de la Brasil, de 1994 a 2018. Esta es una investigación exploratoria y cualitativa que también tuvo como objetivo comprender la evaluación atribuida por la Coordinación para la Mejora del Personal de Nivel Superior (CAPES) a los PPGE brasileños en el cuatrienio 2013-2016. para darse cuenta, el crecimiento del estudio de la temática RPPE en el posgrado brasileño con el fin de verificar algunas lagunas como la configuración de las producciones en la temática en cuestión.

<sup>1</sup> State University of Maringá – (UEM), Maringá – Paraná – Brazil. Undergraduate in Biological Sciences from the State University of Maringá. Member of the Research and Studies Group on Educational Policies, Education Management and Funding (GEPEFI/CNPq). ORCID: <https://orcid.org/0000-0003-4570-2164>. E-mail: [marina\\_bonacazata@hotmail.com](mailto:marina_bonacazata@hotmail.com)

<sup>2</sup> State University of Maringá – (UEM), Maringá – Paraná – Brazil. Master's and Doctoral degrees in Education from the State University of Maringá. Assistant Teacher in the Postgraduation Program in Education of the Education Department at the State University of Maringá. Leader of the Research and Studies Group on Educational Policies, Education Management and Funding (GEPEFI/CNPq). Post-doctorate in Education from the Federal University of Paraná (UFPR), with postdoctoral training at the University of Salamanca (USA/Spain). ORCID: <https://orcid.org/0000-0002-3008-0887>. E-mail: [professorajani@hotmail.com](mailto:professorajani@hotmail.com)

**PALABRAS CLAVE:** *Estado del arte. Estado del conocimiento. Relaciones públicas y privadas. Programa de posgrado en educación. Brasil.*

**ABSTRACT:** *The aim of this study was mapping the bibliographic production on Public and Private Relations in Education (PPRE) through the State of Knowledge. This production comprises master's theses and doctoral dissertations produced in Postgraduation Programs in Education (PPGEs, Portuguese initials) in Brazil, from 1994 to 2018. This research, which is exploratory and qualitative, also aimed to understand the way the Coordination for the Improvement of Higher Education Personnel (CAPES) assessed the Brazilian PPGEs in the period from 2013 to 2016, as well as evidence the increase interest in studying the PPRE topic in Brazilian Graduate Programs in Education, in order to identify gaps regarding the configuration of the production related to it.*

**KEYWORDS:** *State of the art. State of knowledge. Public and private relations. Postgraduation programs in education. Brazil.*

## Introduction

This study aimed to map the bibliographic production on Public and Private Relations in Education (PPRE) in order to provide a complete picture of how this topic has been addressed in Brazilian Postgraduation Programs in Education. Its content comprises the results of a State of Knowledge-based bibliographic qualitative research, which focused on the analysis of master's theses and doctoral dissertations in Education.

Data were collected from different databases, namely the Coordination for the Improvement of Higher Education Personnel (CAPES) and the Brazilian Digital Library of Theses and Dissertations (BDTD), besides the own databases of the PPGEs. The period covered by this research was from 1994 to 2016 for the first research related to the topic in question was published in 1994.

State of Knowledge research has a bibliographic character, which consists in mapping scientific production related to a specific topic. Research based on that methodology seeks to:

[...] discuss academic production [...] as an attempt to point what aspects and dimensions have been highlighted and prioritized in different periods and at different places, as well as in what ways and conditions some master's theses, doctoral dissertations and papers published in journals, conference and seminar proceedings have been produced (FERREIRA, 2002, p. 257).<sup>3</sup>

<sup>3</sup> [...] discutir uma certa produção acadêmica [...] tentando responder que aspectos e dimensões vêm sendo destacados e privilegiados em diferentes épocas e lugares, de que formas e em que condições tem sido produzidas certas dissertações de mestrado, teses de doutorado, publicações em periódicos e comunicações em anais de congressos e de seminários (FERREIRA, 2002, p. 257).

The results of our study comprise an analysis of the relation between the number of PPGEs in Brazil and the way they were evaluated by CAPES from 2013 to 2016. Another concern was verifying how such programs are distributed throughout the country, regarding regions. Lastly, we mapped the theses and dissertations on PPRE published in Brazil within the aforementioned period, by identifying their main topics and subtopics in order to figure thematic nuances, as well as methodological and theoretical aspects of the topic, which has been increasingly studied over the years.

### **Distribution and assessment of Brazilian Postgraduation Programs in Education:**

The first Brazilian PPGEs in Education were created in 1960, at Higher Education Institutes in the Southeast region, mainly in the states of São Paulo and Rio de Janeiro (WASSEM; PEREIRA; BALZAN, 2015, p. 217).

According to information provided by CAPES, currently there are about 170 PPGEs in Brazil, which used to be evaluated every three years. Nowadays, the assessment takes place every four years, and it aims to encompass the data from the National Postgraduation Plan (2011-2020) (BRASIL, 2017).

Based on the data furnished by CAPES, related to the latest 4-year assessment (2013-2016) (CAPES, 2018), we analyzed 115 PPGEs. Technological and Environmental Education programs, as well as others whose purpose is not Education in particular, were ruled out from the analysis. The programs covered by our study are those in the field of Public Policies and Education Management or Educational Policies, as well as programs whose title contains terms which denominate this line of research in Brazil.

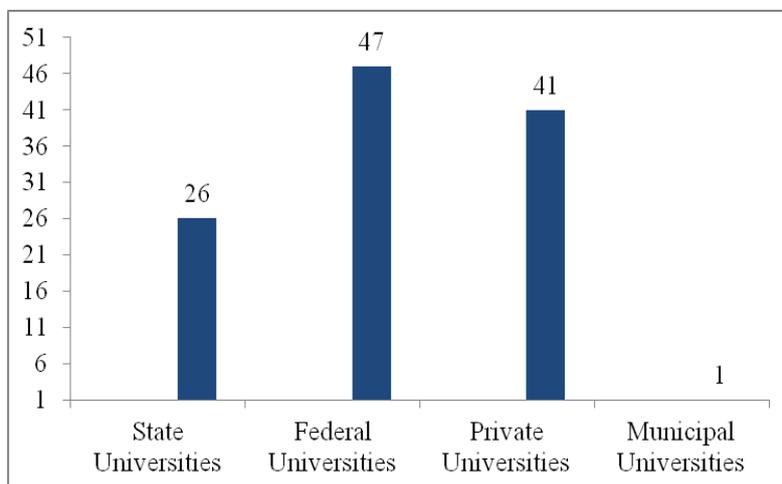
Distance postgraduate courses were also ruled out. The same applies to professional master's and doctoral degrees, which means that only academic postgraduate degrees were taken into consideration.

With regard to the assessment of the PPGEs by CAPES, it is important to emphasize that criteria such as production of scientific papers, postgraduate students' formation and the number of professors holding a master's or doctoral degree in each program are taken into account.

Regarding the grades each program was awarded, the assessment scale adopted by CAPES goes from 1 to 7, in which 6 and 7 refer only to programs which offer doctoral degrees at the level of excellence demanded by international standards (WASSEM; PEREIRA; BALZAN, 2015, p. 218).

Among the programs analyzed by us, 24 of them were awarded 3, 48 programs achieved 4 and 35 were awarded 5. Grade 6 was achieved by 6 programs, and two out of all the programs were awarded 7, which is the highest score. These data are shown by the graph below:

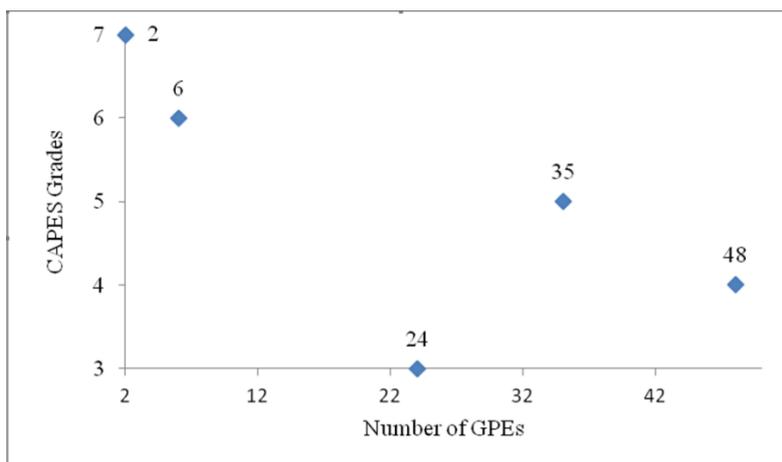
**Graph 1 - CAPES assessment of the PPGEs between 2013 and 2016**



Source: Brasília – CCS/Capes. (Devised by the author, 2019).

With respect to the universities at which the PPGEs are offered, we found out that 26 programs belong to State universities, 48 are in Federal universities, 41 are offered by private institutions and 1 of them belongs to a Municipal university, as exposed by the following graph:

**Graph 2 - Distribution of the PPGEs among State, Federal, Municipal and Private universities.**



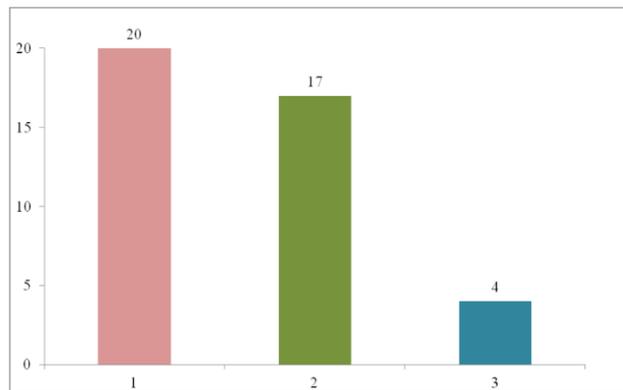
Source: Brasília – CCS/Capes. (Devised by the author, 2019).

Based on the classification model proposed by Araújo (2017), the private universities were divided into the following categories:

- 1) Non-profit (communal, philanthropic and religious) universities associated with a State or City government, or both.
- 2) Non-profit universities not linked to any government;
- 3) Private universities maintained by a company, business group or a private individual, and which aim at profits.

The results are shown by the graph below:

**Graph 3 - Categories into which Private Universities are divided**



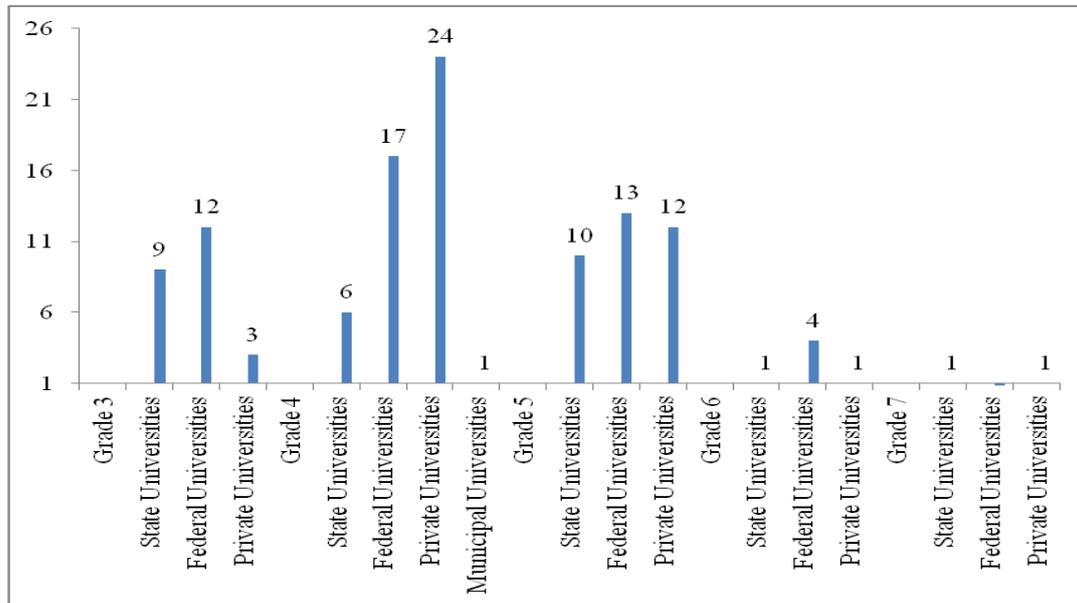
Source: Brasília – CCS/Capes; Araújo (2017, p. 77). (Devised by the author, 2019).

As we can see, most private universities are financed by states or cities governments, in a total of 20. The graph also shows that 17 out of all the private universities are not linked to any government. Then we have those which are maintained by companies or private individuals.

It is important to highlight the fact that most of the programs which were awarded 3 by CAPES belong to Federal universities. The same applies to those that achieved grades 5 and 6. Programs whose grade was 4 are mostly offered by private universities

With regard to state universities, most of them were awarded 5. One of them achieved 6 and another one 7, the maximum grade, as exposed by the following graph:

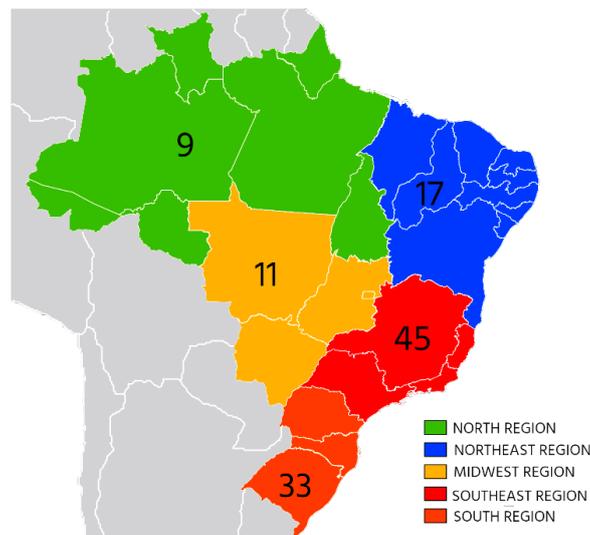
**Graph 4 - Public universities and grades awarded to them by CAPES regarding the period from 2013 to 2016**



Source: Brasília – CCS/Capes. (Devised by the author, 2019).

An aspect that warrants attention is the way the PPGs are distributed throughout the country with regard to its regions. In 2014, CAPES stressed that most part of the Postgraduation Programs (PPGs, Portuguese initials), which means 46.2%, were in the Southeast, more precisely in the state of São Paulo (WASSEM; PEREIRA; BALZAN, 2015, p. 217). It remained the same in the period from 2013 to 2016, as we can see in the following map:

**Map 1 - Distribution of the Postgraduation Programs in Education (PPGEs) per region in Brazil.**

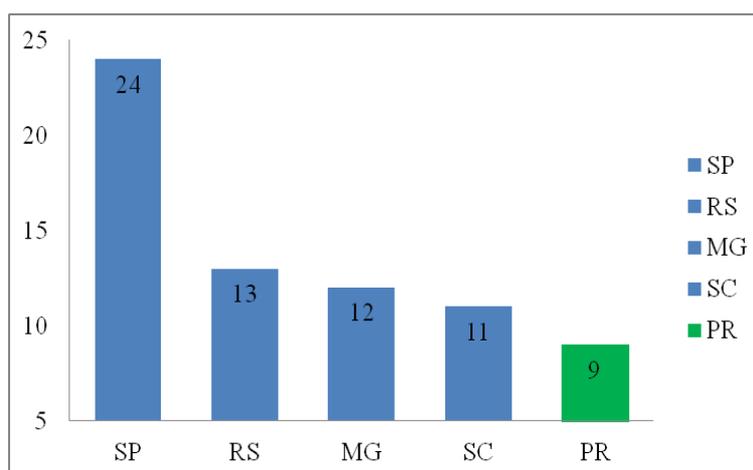


Source: Brasília – CCS/Capes. (Devised by the author, 2019).

The map above shows that most part of the PPGEs (45) are concentrated in the Southeast area, which is followed by South (33), Northeast (17), Midwest (11) and, finally, North (9).

Considering the distribution of PPGEs among the states, São Paulo concentrates most of them (24), followed by Rio Grande do Sul (13), Minas Gerais (12), Santa Catarina (11) and Paraná (9). The latter is represented by a different color in the graph for it was the state where this research was carried out.

**Graph 5 - Brazilian states with the greatest number of PPGEs**



Source: Brasília – CCS/Capes. (Devised by the author, 2019).

It should be stressed that the Brazilian states noticeably have unequal income distribution and opportunities, which has an impact on Postgraduate education. Bittar *et al.* (2004) emphasizes the disparity when it comes to Postgraduation programs and their scientific production, as well as the concern with their quality.

It is also worth mentioning that, for a logical reason, the more a state is developed, the more it is granted financial boost and, consequently, better professionals can be hired by their Postgraduation programs, which reflects on their quality.

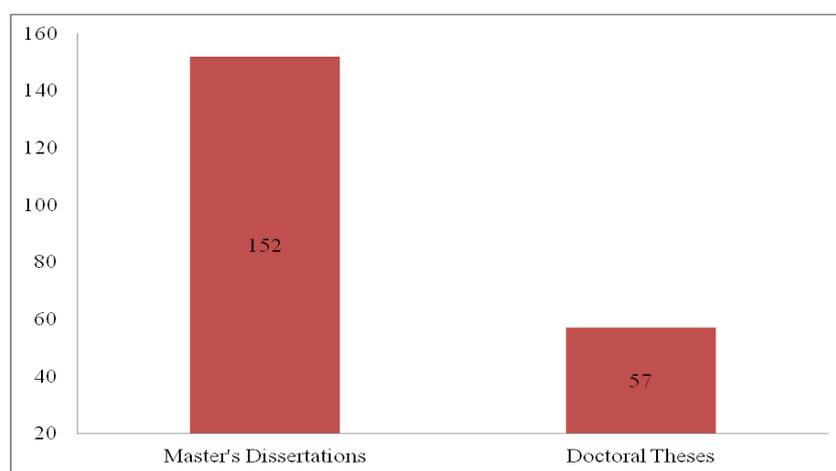
The lifetime of a university is also relevant when it comes to the development of Postgraduation programs. As highlighted by Balbachevsky (1995) and Saviani (2002), postgraduation and its scientific production have been restricted to some “competency islands” or “centers of excellence”, such as the states of São Paulo and Rio de Janeiro.

### **Mapping of the object of research “Public and Private Relations” and investigation of the methodologies used in the scientific production related to it**

In order to map the object of research, we carried out an analysis of data from the Coordination for the Improvement of Higher Education Personnel (CAPES) and the Brazilian Digital Library of Theses and Dissertations (BDTD), besides the own databases of the Postgraduation Programs in Education (PPGEs). Our search resulted in 209 theses and dissertations addressing Public and Private Relations.

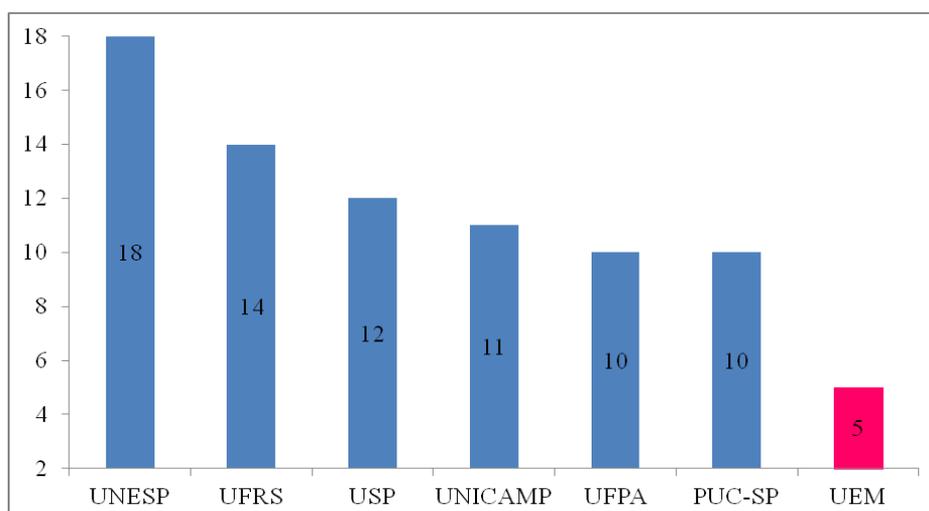
Main topics and subtopics were separated by reading the abstract of each study, and the studies whose title or keywords somehow referred to Public and Private Relations were listed. The greatest number of studies related to the topic was from Master's degrees in Education, as shown by the graph below:

**Graph 6 - Distribution of Theses and Dissertations on Public and Private Relations (from 1994 to 2018)**



Source: DeVised by the author, 2019.

Analyzing the PPGEs allowed us to conclude that during the period between 1994 and 2018, the university which had the greatest production of theses and dissertations related to our object of research was São Paulo State University Júlio de Mesquita Filho (UNESP). The State University of Maringá (UEM), where this study was carried out, appears with five studies, and it is represented by a different color in the following graph:

**Graph 7:** PPGEs of the universities with the greatest research production on Public and Private Relations

Source: Devised by the author, 2019.

Our research investigated the methodologies applied by the authors to their theses and dissertations on Public and Private relations. We have already mentioned that State of Knowledge-based research relies on bibliographic sources.

According to Marconi and Lakatos (2003, p. 183), bibliographic or secondary sources research encompasses the entire bibliography already published regarding the topic of a study, and that includes one-off publications, bulletins, newspapers, magazines, books, papers, undergraduate and postgraduate theses, cartographic materials etc. Oral presentations, such as radio content, tape recordings and audiovisual materials (films and TV) are also included.

The authors state that bibliographic research can be documental. This kind of research may present public and private files. The former type can be municipal, state or national documents, and they comprise Royal charters, laws, official letters, reports, mailing, yearbooks, licenses and others. Parliamentary publications, such as minutes, debates, documents, printed bills and reports are also included.

Conversely, bibliographic research can also be of field-research type. According to Tripodi *et al.*, (1975, p. 42-71), this type is divided into 3 large groups: quantitative-descriptive, exploratory and experimental:

**A) Quantitative-descriptive research** – It consists in empirical research investigations, whose main goal is establishing or analyzing characteristics of facts or phenomena, assessing programs or isolating main or key variables. Any of these studies can make use of formal

methods that are close to experimental projects, which, in their turn, are characterized by statistical precision and control aiming to provide data for hypotheses verification. They all employ quantitative resources aiming at the systematic collection of data on populations and programs, or their samples. They apply several techniques, such as interviews, questionnaires, forms and others, and employ sampling procedures.

**B) Exploratory research** – It refers to empirical research investigations whose goal is raising questions or a problem with three aims: a) developing hypotheses; b) making the researcher more familiar with a certain environment, fact or phenomenon, so that they can carry out further research with more accuracy; and c) modifying and clarifying concepts, generally adopting systemic procedures for either empirical observation or data analysis, or even both simultaneously. The researcher often obtains both quantitative and qualitative descriptions of the object of research and they must conceptualize interrelations among the properties of a certain phenomenon, fact or environment under observation. A range of data collection procedures can be used in a relatively intensive study with a reduced number of units, such as interviews, observation as a participant, content analysis and others. Yet, sampling probabilistic techniques are generally not applied. There is often manipulation of an independent variable aiming to discover its potential effects.

**C) Experimental** – This type refers to empirical research investigations whose main aim is testing hypotheses concerning cause-effect relationships. Studies of this type make use of experimental projects which encompass the following factors: control (besides experimental) groups, sample selection through a probabilistic technique and manipulation of independent variables aiming to control relevant factors as much as possible. The aim of strict sampling techniques is enabling the generalization of discoveries made through experience. In order to be described in a quantitative way, the relevant variables must, in their turn, be specified. The several types of experimental studies can be carried out either as “field research”, that is, in a natural environment, or in a laboratory, which is a strictly attested environment.

### State of Knowledge study of the object of research “Public and Private Relations”

In order to carry out a State of Knowledge study of the aforementioned object, it was necessary to bear in mind aspects evidenced by the following analysis lines: 1) Production growth; 2) Production distribution per region; 3) Increase in number of subtopics.

#### 1) Production growth:

**Graph 8** - State of Knowledge of the object of research “Public and Private Relations” (from 1994 to 2018)



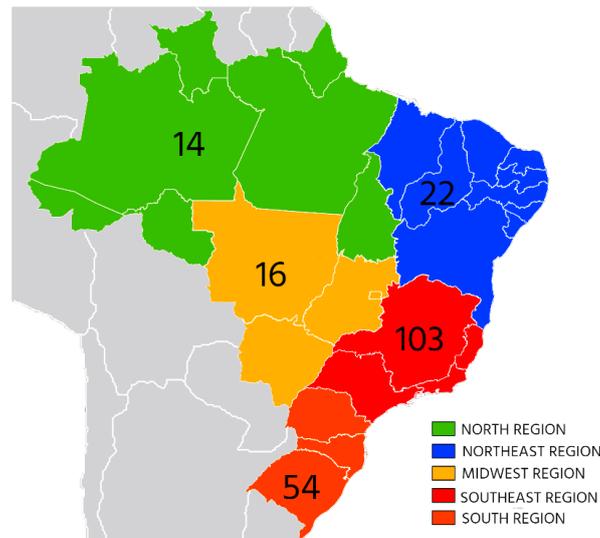
Source: Devised by the author, 2019.

The graph shown above reveals that the production in Brazil has been increasing since 1994, when there was only one research related to PPRE. According to our search, 20, 27 and 24 studies were published in 2016, 2017 and 2018, respectively. Therefore, from 2016 on, there has been a considerable increase in the production related to the topic. These data lead us to conclude that it has been gradually explored by researchers, and that it is also an outcome of changes in the configuration of educational policies since the 90’s.

#### 2) Production distribution per region:

By examining the map below, we can notice that there is a more significant amount of research production in the Southeast, totaling 103 theses and dissertations. On the other hand, the North has the smallest amount, with 14 studies.

**Map 2** - Distribution of Theses and Dissertations on Public and Private Relations per region



Source: Devised by the author, 2019.

It may be possible to conclude that, although Brazilian research represents a small part of all scientific research done in the world, it already shows serious disparities when it comes to its geographical distribution in terms of regions (SÁ; MOURA; VASCONCELOS, 2007, p. 579).

As an example of that, the authors state that Southeast concentrates 66% of all research groups registered by CNPq (National Council for Scientific and Technological Development), whereas Northeast is responsible for only 12%. Overall, Southeast is the region that stands out in the Brazilian research scenario.

As previously mentioned, in the first section of this paper, it is evident that resources distribution in Brazil are irregular, not to mention the fact that Southeast is a very strong region regarding commercial aspects, the reason why it is economically well developed.

## Final considerations

The results of this study show that State of Knowledge research is pivotal when it comes to deepening knowledge on an object of research or a topic, which, in this research, is Public and Private Relations in Education (PPRE).

With regard to CAPES assessment, our findings pointed that, among the 115 Postgraduation programs in Education over the period from 2013 and 2016, 24 of them achieved grade 3. Most part of them were awarded 4, in a total of 48, most of which in the Southeast, predominantly in the state of São Paulo, followed by Rio Grande do Sul (South).

That can be associated with the development and investment levels of both Southeast and South in Higher Education. In addition, these two regions are pioneers when it comes to Postgraduation programs in Education.

A number of 35 PPGEs were awarded 5, whereas only 6 programs achieved 6, and only 2 of them achieved the highest grade, that is, 7. That leads us to conclude that just a few PPGEs in Brazil have reached a level of excellence.

By mapping the object of research, it was possible to notice that Brazil had its greatest amount of research production between 2016 and 2018. Our search revealed that the total production on PPGE in the period between 1994 and 2018 consisted of 152 master's theses and 57 doctoral dissertations.

Our research also showed that the Southeast region owns the greatest number of PPGE-related studies, whereas North has the smallest. That is due to unequal opportunities of access to Higher Education in the different regions. Southeast, where we have the greatest number of undergraduates, is the region which has the highest levels of investment, besides being commercially strong. Conversely, North has the lowest rates of students enrolled in universities and, therefore, it receives little investment in comparison with Southeast.

The need of carrying out research on PPGE in different regions of Brazil is evident, and so is the need of strengthening our Postgraduation programs in Education. That involves creating public policies for Higher Education which must privilege equitable development and investment in such programs in all regions.

The PPGE topic was mostly addressed within documental and bibliographic methodology of exploratory character. However, studies which carried out analyses of programs such as PROUNI or FIES (scholarships or financial support for students), SISU (a recruitment process for University admission) and full-time education programs made use of quantitative-descriptive methodology.

It is plausible to conclude that PPGE has been satisfactorily discussed. Nevertheless, it still calls for more attention, after all, it is such a wide topic for it comprises different issues such as education as a whole, education funding, international organs, social organizations, teachers training and others. Furthermore, it is a relevant topic when it comes to understanding the creation and implementation of educational policies in Brazil.

## REFERENCES

ARAÚJO, L. Estado da relação da relação público e privado na educação básica. *In: Público e Privado em tempos de Golpe*. 1. ed. São Paulo: Fundação Lauro Campos, p. 77, 2017.

BALBACHEVSKY, E. A pós-graduação no Brasil: novos desafios para uma política bem-sucedida. *In: BROCK. C.; SCHWARTZMAN, S. Os desafios da educação no Brasil*. Rio de Janeiro: Nova Fronteira, p. 275-304, 2005.

BITTAR, M. *et al.* Educação Superior e o Projeto Universitas/BR: a descentralização da pesquisa no Brasil. *In: BITTAR, M.; OLIVEIRA, J. F. (Orgs.). Gestão e políticas da educação*. Rio de Janeiro: DP&A, p. 141-155, 2004.

BRASIL. **Portaria n. 59, de 21 de março de 2017**. Dispõe sobre o regulamento da Avaliação Quadrienal. 2017. Disponível em: <https://capes.gov.br/images/stories/download/avaliacao/27032017-Portaria-59-21-03-2017-Regulamento-da-Avaliacao-Quadrienal.pdf>. Acesso em: 17 de agosto 2019.

COORDENAÇÃO DE APERFEIÇOAMENTO PESSOAL DE NÍVEL SUPERIOR - CAPES. **Avaliação da CAPES aponta crescimento da pós-graduação brasileira – 2018**. Disponível em: <http://www.capes.gov.br/sala-de-imprensa/noticias/8558-avaliacao-da-capes-aponta-crescimento-da-pos-graduacao-brasileira>. Acesso em: 17 ago. 2019.

FERREIRA, N. S. de. A. As pesquisas denominadas “estado da arte”. **Educação & Sociedade**, ano XXIII, n. 79, p. 257-272, ago. 2002.

MARCONI, M. de. A; LAKATOS, E. M. **Fundamentos de Metodologia Científica**. 5. ed. São Paulo: Atlas, 2003.

SÁ, L. A. C. M. de.; MOURA, A. L. A. de.; VASCONCELOS, T. L. Mapeamento do Ensino Superior e Pesquisa no Brasil. **II Simpósio Brasileiro de Geomática e V Colóquio Brasileiro de Ciências Geodésicas**, Presidente Prudente – SP. 2007. Disponível em: [http://docs.fct.unesp.br/departamentos/cartografia/eventos/2007\\_II\\_SBG/artigos/A\\_083.pdf](http://docs.fct.unesp.br/departamentos/cartografia/eventos/2007_II_SBG/artigos/A_083.pdf). Acesso em: 17 de agosto, 2019.

SAVIANI, D. A pós-graduação em educação no Brasil: pensando o problema da orientação. *In: BIANCHETTI, L. et al (Orgs.). A bússola do escrever: desafios e estratégias na orientação de teses e dissertações*. Florianópolis: UFSC, p. 135-163, 2002.

TRIPODI, T. *et al.* **Análise da pesquisa social: diretrizes para o uso de pesquisa em serviço social e em ciências sociais**. Rio de Janeiro: Francisco Alves, 1975.

WASSEM, J.; PEREIRA, E. M. de A.; BALZAN, N. C. Política de avaliação em programas de pós-graduação de excelência em educação. **Atos de Pesquisa em Educação**, v. 10, n. 1, p. 215-243, jan./abr. 2015.

**Como referenciar este artigo:**

SANTOS, Marina Silveira Bonacazata; MOREIRA, Jani Alves da Silva. Estado do conhecimento da temática relação público e privado nos programas de pós-graduação *strictu sensu* em educação no Brasil. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24 n. 1, p. 117-131, jan./abr., 2020. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v24i1.12895>

**Submetido em:** 30/05/2019

**Revisões requeridas:** 15/10/2019

**Aprovado em:** 30/11/2019

**Publicado em:** 06/01/2020